

Montana Comprehensive Literacy Plan Toolkit Early Childhood

**Instructional
Innovations**



Montana Comprehensive Literacy Early Childhood Plan Toolkit

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COMPONENT: LEADERSHIP

SUBCOMPONENT 1: Director communicates a shared responsibility for student language and literacy outcomes.		
Exploring	Implementing	Sustaining
ACTION 1		
a. Provide background knowledge and professional development about the need for a shared responsibility for student literacy outcomes to all staff. b. Review/rewrite school vision statement to reflect measureable commitment to literacy development (i.e., use SMART goal language (e.g., a vision statement states what you are reaching to attain while a mission statement speaks to how you will achieve the vision, Training on Montana Literacy Plan, PLC training, data use training, group/team building)).	a. Provide additional background knowledge and professional development about the need for shared responsibility to all staff. (e.g., Training on Montana Literacy Plan, PLC training, data-use training, group/team building, match literacy goals to the vision statement).	a. Provide background knowledge and professional development to new staff about shared responsibility for literacy outcomes (e.g., Training on Montana Literacy Plan, PLC training, data use training, group/team building, return to the vision statement to check thinking).
ACTION 2		
a. Evaluate the school culture and current practices (e.g., have the leadership team/staff take the self-assessment from the Montana Literacy Plan (MLP) to determine strengths and needs for improvement).	a. Create a culture that celebrates literacy by providing opportunities for all to participate and have a voice (e.g., engage all staff in taking the self-assessment at the beginning of the year to determine goals within the action plan, celebrate literacy achievement, recognize sharing of teacher learning and successes in literacy, involve community members and parents	a. Continue to create and foster a culture that celebrates literacy (e.g., engage all staff in taking the self-assessment two to three times a year to re-evaluate goals within the action plan looking for those milestones of success, provide school-wide, grade level, and community opportunity to celebrate student and teacher successes through assemblies,

	through volunteering, tutoring, mentoring, providing materials, planning committee).	<p>announcements, local paper school paper, teacher-to-home communications).</p> <p>b. Encourage involved community members and parents to persuade others to join them in literacy efforts. (e.g., provide family-centered literacy activities, partner with members of the local community to provide literacy-focused celebrations, materials and collaboration, share hero stories within the school).</p>
ACTION 3		
<p>a. Analyze multiple forms of student, school, and teacher data, including the self-assessment, to develop a list of prioritized goals for improvement (e.g., goals for literacy development, culture shifts, family and community engagement).</p> <p>b. Create a shared literacy vision with the leadership team (e.g., create a literacy action plan and literacy mission statement that define actionable goals for the school).</p>	<p>a. Make sure all staff members understand the school's literacy goals and their roles in meeting the goals (i.e., discuss goals and mission statement at staff meetings, post the action plan stating goals and progress, post the mission statement, provide literacy focus for meetings).</p> <p>b. Guide development and implementation of a literacy-focused action plan (e.g., through leadership team collaboration focusing on MLP, maintain commitment and follow through on the plan independently).</p>	<p>a. Rewrite/refocus literacy action goals and steps according to student achievement results (e.g., use data to develop new action plan goals, to archive achieved goals, and student data to determine intervention steps).</p> <p>b. Analyze formative and summative student assessment results and refine literacy goals and plans aligned to the standards.</p>

SUBCOMPONENT 2:

Director engages leaders across the school community in continuous literacy improvement planning.

Exploring		Implementing		Sustaining	
ACTION 1					
a. Review/rewrite school literacy mission statement to reflect measurable commitment to literacy development (e.g., using SMART goal language, align with MLP, remember that a vision statement states what you are reaching to attain, while a mission statement speaks to how you will achieve the vision).		a. Provide time for literacy focused cross-curriculum discussion and planning of literacy instruction (e.g., staff meetings). b. Seek out innovators to participate in LTs, developing a network of professionals and distributed leadership (e.g., approach high performing teachers or teachers who have just completed meaningful PD to share knowledge and practice, encourage innovators to engage fellow teachers).		a. Provide professional development to support all teachers/leaders in comprehensive literacy planning across the curriculum (e.g., meet PD needs determined through surveys and/or assessment results).	
ACTION 2					
a. Analyze SA data to focus literacy planning throughout the school (i.e., determine from the data three to five standout areas on which to focus, such as vocabulary development, listening comprehension, explicit instruction, etc.).		a. Utilize SA data to develop goals and to refocus literacy planning as goals are reached and archived (i.e., from the focus areas, determine SMART goals that are specific to content, achievement expectation, specific instructional practice to support achievement, appropriate assessment, interventions and a specific timeline).		a. Leadership team/staff revisits/retakes the SA and uses data to maintain focus on continuing literacy planning (i.e., upon archiving an achieved goal that is now sustained, selecting the next goal supported by the SA and data, retaking the SA in the spring for EOY and advanced planning for next year).	
ACTION 3					
a. Develop a specific focus for each team meeting around literacy goals determined by data.		a. Leadership teams align literacy planning to meet goals across curriculum and aligned to Montana’s Early Learning Standards (MELS) (e.g., collaborative work		a. Infuse planning based on SA goals with ongoing alignment with MELS and community involvement (i.e., maintain the focus of improvement goals throughout	

	to align and sequence instruction, use release questions for practice).	planning, coordinate with MELS, encourage the community to support and reflect goals by providing families and opportunities to use literacy skills in real life situations).
ACTION 4		
a. Explore community resources available throughout the year to support literacy plan (FACE) (e.g., collaborate with organizations like Youth Connections, early childhood councils, community liaison, local businesses).	a. Develop an outreach system for parents/families and community to provide relevant information and opportunity for participation in planning. b. Plan timely use of community resources to enhance literacy development and student engagement in the process (e.g., parent/resources center at the school with contact numbers and informational brochures for local businesses and community support organizations).	a. Give acknowledgement for community resources and participation provided throughout the year. b. Continue to seek and acquire appropriate resources coordinated with continuing school improvement goals (e.g., volunteer of the month or year, print thank you notes in school and local newspapers, marquee notices of recognition, maintain collaborative relationship with local organizations in order to network with new organizations).
SUBCOMPONENT 3: Adequate fiscal resources are provided to support literacy improvement efforts.		
Exploring	Implementing	Sustaining
ACTION 1		
a. Analyze all funding sources that can be directed toward achieving prioritized goals for increasing literacy outcomes (i.e., conduct as part of leadership team decision making).	a. Identify and allocate additional funding sources to hire specialized literacy staff. b. Allocate additional funding sources to support prioritized goals for increasing literacy outcomes (e.g., within school/district budget and Title I funding,	a. Define priorities and allocate needed resources to sustain them over time. b. Integrate funds to ensure adequate highly-qualified staff, materials, and all resources to reach goals (e.g., determine priorities with leadership team, set

<p>b. Research additional funding sources available for literacy development (e.g., through community partnerships, grants, fundraising).</p>	<p>through community partnerships, grants, fundraising).</p>	<p>timelines for utilization, identify additional funding sources to hire specialized staff (i.e., instructional coach and interventionist), optimize district, state, and federal funding to sustain literacy supports (i.e., staff, materials, professional development)).</p> <p>c. Pursue external funding sources to support goals (e.g., through grants, community partnerships, fundraising).</p>
<p align="center">SUBCOMPONENT 4: Instructional leaders have established, support, and lead a literacy leadership team.</p>		
Exploring	Implementing	Sustaining
ACTION 1		
<p>a. Organize a leadership team that includes parents, student leaders, and community members, with the director as the lead (e.g., include stakeholders from community, parent volunteers, innovators from the school, student leadership members).</p>	<p>a. Monitor attendance and commitment of team members to improving literacy outcomes.</p> <p>b. Provide greater opportunity for participation to deepen the understanding of literacy planning and activities through the school (e.g., follow established group norms for participation and responsibility, allow wider or rotating participation in the LT).</p>	<p>a. Continue to base re-staffing of leadership team decisions on literacy outcomes and strengths and weaknesses of overall team (e.g., encourage wider or rotating participation in the LT).</p>

ACTION 2		
a. Schedule and protect time for leadership team to meet and plan (e.g., make the leadership team a priority by having a preset and regularly scheduled time dedicated to leadership team activities).	a. Establish structured agendas that focus on the prioritized goals within the action plan (e.g., establish procedures and norms, including a timeline and responsibilities, collaboratively create and distribute agendas, take and disseminate meeting minutes to staff).	a. Establish agendas based on literacy outcomes and prioritized goals within action plan (i.e., leadership team activities should coincide with the findings of the self-assessment and other data as outlined in the action plan).
ACTION 3		
a. Focus activities of the literacy leadership team around the literacy mission statement, SA, action plan, and data (e.g., priority should go to action items and steps established by the self-assessment, prioritize other activities that are not as critical but are time sensitive).	a. Necessary materials and data are prepared for and used at each meeting to facilitate data-influenced decision making and action planning (e.g., past meeting minutes, agendas, pertinent notifications, data resources, publications, research information, successful classroom actions).	a. Revisit the literacy mission statement to maintain team direction (e.g., ascertain if the actions undertaken maintain the focus on the literacy mission, revise actions to ensure what is being done is working). b. Utilize data from continuous school improvement activities to inform and maintain the focus of the team (e.g., evaluate new data in a timely fashion, data from a variety of sources, maintain open discussions on data, keep action plan updated as a living document).
SUBCOMPONENT 5:		
Instructional leaders support and monitor all instruction and intervention expectations.		
Exploring	Implementing	Sustaining
ACTION 1		
a. Select a walkthrough observation form to ensure consistency of effective instructional practices (CLASS, ELLCO).	a. Gather information from literacy walkthroughs to be used in team meetings, teacher conferences, and collaborative teams.	a. Pursue involving more staff members in walkthroughs and observations and in gathering the data.

<p>b. Schedule regular literacy observations to monitor use of literacy strategies, student engagement and learning, as well as to ensure consistent use of effective instructional practices (e.g., uses a consistent format, determine a meaningful schedule for informal walkthroughs and observations by both leadership and leadership team).</p> <p>c. Utilize school's choice of teacher evaluation plan as a professional growth model to provide constructive, supportive feedback to teachers (e.g., emphasize the non-evaluative nature of the growth model, collaborate on areas in need of improvement or support, celebrate successes often, match improvement goals to the action plan and literacy mission statement).</p>	<p>b. Protect and monitor time for regular walkthroughs and observations and analysis of walkthroughs and observation data (e.g., record data gathered to use for general school-wide information, maintain meaningful schedule for informal walkthrough observations).</p>	<p>b. Schedule time for additional staff members to conduct walkthroughs and observations (e.g., encourage both leadership team and peer walkthrough observations, provide substitutes to cover classes to facilitate peer walkthroughs).</p>
ACTION 2		
<p>a. Study evidence-based instructional practices in literacy (e.g., provide books and materials to increase capacity for explicit instructional practice, provide PD for hands-on learning of instructional practice).</p>	<p>a. Ensure literacy skills and strategies are appropriately implemented throughout the day (e.g., determine through daily administration or leadership walkthroughs and student data, self-video analysis).</p> <p>b. Model literacy instructional skills using explicit instructional techniques (e.g., consultant, coach, or peer modeling; self-video analysis with explicit instruction models).</p>	<p>a. Provide ongoing, timely, and constructive feedback through selected teacher evaluation process to teachers .</p> <p>b. Integrate new priorities (i.e., programs and initiatives) into existing school structures, protecting the language and literacy focus (i.e., revisit literacy mission when adding new priorities to maintain focus, analyze new priorities before adopting to match mission, evaluate</p>

	c. Provide professional development/training in explicit instructional practice to enhance literacy instruction and target specific staff needs (e.g., IIU Anita Archer modules, through consultant programs, outside professional offerings).	existing programs to maintain those aligned with the mission and action plan). c. Stay abreast of evidence-based instructional practices in literacy (e.g., book studies, train-the-teacher opportunities by peers returning from in-service or training, provide professional literature for staff in library/staff room).
ACTION 3		
a. Research and provide information about MELS and alignment of curriculum to staff.	a. Provide support for teachers' transition to the MELS (e.g., leadership should attend MELS trainings, provide time for staff to collaborate on this project, utilize OPI's IIU information).	a. Revisit alignment activities and fidelity of curriculum to MELS frequently (e.g., provide time for leadership team and staff to frequently evaluate where they are in the process, use OPI planning documents).
ACTION 4		
a. Plan time throughout the year for professional development for staff. b. Determine what professional development would best serve the staff (e.g., use professional development gap analysis to determine staff needs, schedule PD times into master calendar).	a. Provide time and supports for teachers and staff to participate in professional development (e.g., preplan for needed substitutes, use planned early release days, conferences planned and scheduled into master calendar, scheduled opportunities for teachers returning from PD to share with the rest of the staff).	a. Continue to provide time and supports for teachers and staff to participate in professional development. b. Develop plan for providing professional development to new teachers and staff (i.e., programs they will be using, student data measures).
ACTION 5		
a. Provide time and structure in school necessary to apply new learning (i.e., provide training and guided support for implementation, prepare pacing guides, suggested deadlines for guidance).	a. Be strategic in assigning nonacademic teacher duties (i.e., build relationships with students, foster shared responsibility for all students, build staff cohesiveness).	a. Make staff reassignments based on what benefits student learning (e.g., those who are not providing extra literacy support do student monitoring duties).

ACTION 6		
<p>a. Identify and prioritize a list of students to be targeted for intervention or support (e.g., use data to identify and monitor student progress: PALS, IGD, GOLD, BELLS; prioritize by academic need individually).</p>	<p>a. Re-assign staff, as needed, based on the action plan goals and student data, matching available human resources to the needs of the students (i.e., identify innovators and master teachers for challenging assignments, collaboratively distribute staff according to student need and teacher capacity and expertise, provide flexibility to meet student needs).</p> <p>b. Schedule students who need additional literacy support into a reading intervention group conducted by a qualified interventionist who has been trained in the specific program, in addition to the regular language and literacy lessons.</p>	<p>a. Identify and provide classrooms/space for additional intervention as needed (i.e., provide adequate and appropriate space to maximize time spent with intervention students, space must be conducive to teaching and learning).</p>
ACTION 7		
<p>a. Study flexible scheduling options to include additional time for interventions (e.g., consult with support services, such as scheduling experts, to maximize efficiency of existing time and personnel).</p> <p>b. Leverage literacy instructional time by studying and planning ways to integrate literacy activities throughout the day.</p>	<p>a. Use flexible schedule to include extended time for language and literacy development.</p> <p>b. Monitor adherence to instructional schedule to ensure efficient use of entire instructional time (e.g., encourage leadership and team walkthroughs for observational data, encourage bell-to-bell activity, monitor student time on task).</p>	<p>a. Re-evaluate scheduling and class time structures throughout the year to enhance academic learning time (e.g., fewer classroom interruptions).</p>

c. Ensure that literacy learning time is developmentally appropriate and meets learners' individual needs (i.e., use explicit instructional strategies to increase engagement for time on task, monitor understanding).		
<p align="center">SUBCOMPONENT 6: Instructional leaders set measurable goals for academic improvement and monitor progress toward these goals.</p>		
Exploring	Implementing	Sustaining
ACTION 1		
<p>a. Research and determine how to set measurable goals.</p> <p>b. Align measurable goals with goals in action plan (i.e., as SMART goals or action steps to reach the action plan items).</p>	<p>a. Provide time during meetings to review how the goals within the action plan directly support the achievement of the measurable goals for improvement (i.e., discuss what specific activities and strategies teachers will use, give suggestions as to how the action steps appear in classrooms as planning, activities, and strategies).</p>	<p>a. Review measurable goals and action plan goals, and involve staff in aligning the new measurable goals with the goals in the action plan (i.e., teachers will use explicit instruction to teach targeted vocabulary, leadership will conduct walkthroughs every day during a half hour period).</p> <p>b. Foster distributed leadership by encouraging staff members to present the progress toward achieving the goals within the action plan and ultimately the measurable goals based on academic improvement (i.e., encourage sharing of success during staff meetings and with parents, specifically talk about what is working).</p>

ACTION 2		
a. Model and communicate high expectations for staff and students in improving language and literacy outcomes (i.e., relate the assessment data to the literacy mission statement, give specific feedback to students about how they are doing).	a. Provide time during staff meetings to revisit measurable goals and progress toward meeting those goals (i.e., allow collaboration time to refer to the action plan to determine if measurable goals are appropriate, have open and frank staff discussions about progress).	a. Provide a time for staff to debrief about the planning process at appropriate times throughout the year to facilitate moving ahead (e.g., at any change in implementation, after benchmarks, revising the action plan, at the end of the year).
ACTION 3		
<p>a. Review longitudinal data and school improvement plans to determine measurable goals. Set measurable goals for improving language and literacy development of all students and decreasing percentage of students performing below expected developmental norms.</p> <p>b. Identify progress monitoring assessments (i.e., BELLS, PALS, GOLD, IGDI).</p>	<p>a. Share correlations between progress monitoring assessments.</p> <p>b. Share measurable goals and progress in reaching those goals with staff during meetings (i.e., staff and team).</p> <p>c. Determine reports and data to share with staff (i.e., be direct, purposeful, and timely in sharing data analysis with staff; share assessment data, survey data, practice item data, walkthrough data).</p>	<p>a. Review longitudinal data and work with staff to set measurable goals and progress toward meeting those goals.</p> <p>b. Celebrate with staff the achievement of the goals (e.g., review data and revise action plan as needed, archive achieved goals and celebrate, publicize goals achieved in school newsletters, public announcements, assemblies and meetings to acknowledge and recognize effort and commitment of staff, students and parents).</p> <p>c. Review progress monitoring measures correlations between the measures.</p> <p>d. Research new progress monitoring measures that may provide stronger correlations.</p>

SUBCOMPONENT 7:

Instructional leaders meet regularly to analyze school and student data to inform decisions about professional development, instruction, and intervention.

Exploring			Implementing			Sustaining		
ACTION 1								
a. Determine process for compiling and analyzing walkthrough and observation data and classroom data to determine needs for staff (i.e., additional PD, coaching, observations, feedback, etc.) and students (i.e., progress monitoring, walkthrough observations on whole class, small group, individual student).			a. Analyze walkthrough and observation data along with student data to identify grade level, classroom, small group, and individual student needs (i.e., observable teacher strengths and areas for support, data-informed student decisions for extended learning as well as deficit interventions).			a. Involve more staff members (i.e., distributed leadership/network of professionals) in analyzing walkthrough and observation data, along with student data to identify grade level, classroom, small group, and individual student needs (i.e., leadership team walkthroughs, peer coaching, mentoring; collaborative data analysis).		
ACTION 2								
a. Plan professional development based on student data and teacher needs (i.e., use early release days, conference, workshop and training; determine targeted teams to attend, decisions for PD should be data-informed for both student and teacher needs).			a. Provide professional development based on student data and teacher needs (e.g., staff development meetings, workshops, in-service, training, teach-the-teacher sharing).			a. Involve more staff members in analyzing both teacher data (i.e., self-assessment, walkthrough data, observation data, self-reflection) and student data (progress monitoring assessments) to determine professional development needs for all staff (i.e., encourage participation through leadership team, teacher innovators, rotating leadership team membership, inclusive meetings). b. Serve as models by studying literacy research and best practices, sharing professional resources among faculty, facilitating professional discussions, and training team leaders as facilitators (i.e.,		

		staff and grade-level sharing, provide professional literature, use a portion of PLC for staff book study on targeted topic, provide leadership training).
<p align="center">SUBCOMPONENT 8: Instructional leaders facilitate collaboration among staff, with a focus on literacy achievement and effective literacy instruction.</p>		
Exploring	Implementing	Sustaining
ACTION 1		
<ul style="list-style-type: none"> a. Schedule time for teams to meet for regular collaboration and examination of student data/work. b. Protect the common planning time of teachers (e.g., schedule team meetings on master calendar, do not overschedule planning time with another activity). 	<ul style="list-style-type: none"> a. Meet in teams according to regularly established times. b. Prepare structured agendas that focus on collaborative planning and examining student data/work (i.e., use school goals as focus for meetings, focus data analysis to determine actionable strategies with timelines, strategically and collaboratively plan, take into account kindergarten readiness). 	<ul style="list-style-type: none"> a. Practice distributed leadership (e.g., creating a schedule for rotation of team leadership, alter teams as necessary to ensure optimal effectiveness, encourage teacher leadership to distribute leadership responsibilities).
ACTION 2		
<ul style="list-style-type: none"> a. Identify specific, measurable student achievement goals aligned with developmentally appropriate child outcomes in language and literacy (e.g., use rubrics to clearly define expectations, write measurable goals in clear SMART language that can be individualized for students). 	<ul style="list-style-type: none"> a. Identify and use common formative assessments, rubrics, data analysis of assessments, and strategies for improving student outcomes (i.e., collaboratively develop rubrics for common expectations, use individual chalkboard activities for clear monitoring, partner share to reinforce learning). 	<ul style="list-style-type: none"> a. Study formative student assessment results and use results to continue to adjust instruction (i.e., use reflective teaching as personal model to revise instruction, remediate/reteach to targeted students, improve implementation and strategy choices, embrace explicit instruction to enhance student engagement).

ACTION 3		
a. Develop cyclical actions that align with the school-wide action plan and literacy mission statement that make student learning the primary focus (e.g., review student work, reflect on the effectiveness of instruction, and adjust to meet specific needs of students).	a. Focus on student learning through a Continuous Improvement Cycle (note: particularly looking at student work and data). That is, use common rubrics and scoring systems; cycle: plan, design, implement, evaluate, assess/reassess. b. Use protocols to examine student work.	a. Assess effectiveness of team actions on student learning (e.g., analyze the data and be collaboratively and individually reflective about what is being done in view of its effectiveness; is what you are doing working?)
ACTION 4		
a. Participate in professional learning on effective teaching practices (e.g., professional development sessions, training and in-services, study of current literature and research on explicit instruction).	a. Collaborate with other team members to conduct peer observations or view video recordings and analyze lessons to improve instruction. b. Observe model lessons. c. Solicit input from instructional coach on effective strategies for explicit instruction, differentiating instruction, prompting active engagement, and teaching key areas of literacy (e.g., conduct self-video analysis, use IIU Anita Archer module).	a. Provide professional development for new and continuing teachers (i.e., share professional learning at staff meetings, collaborate with other schools (feeder or schools in close proximity) to conduct peer observations, share literacy expertise, etc.; use technology (e.g., blogs and Wikis) to establish electronic opportunities for teacher teams to network).

ACTION 5

<p>a. Identify team roles, norms, protocols, and expectations (i.e., focus on the mission statement and use the action plan to determine expectations, cite student achievement as the ultimate goal, as a group accept respectful disagreement, use meeting protocols such as agendas and minutes, remember how and when to celebrate successes).</p>	<p>a. Revisit team roles, norms, protocols, and expectations with a focus on the literacy mission statement and action plan, especially as team changes in membership.</p> <p>b. Maintain anecdotal notes and data portfolios to showcase student and team successes (i.e., note the important steps and improvements as well as roadblocks, maintain the professionalism of the group as members transition in and out, celebrate often giving recognition and acknowledgement to people and their roles).</p>	<p>a. Continue to revisit team roles, norms, protocols, and expectations as needed (e.g., resistant staff, new staff, change in staff (i.e., share student and team successes with other teams, school and district leadership; encourage teachers to share stories of success with community members, recognize and celebrate student and staff successes and progress toward goals, encourage participation by new member)).</p>
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COMPONENT: STANDARDS

SUBCOMPONENT 1: Stage 1: The Montana Early Learning Standards (MELS) have been thoroughly studied and are understood.		
Exploring	Implementing	Sustaining
ACTION 1		
a. Read, study, and discuss the MELS. b. Participate in state-sponsored webinars and face-to-face sessions to learn about transition to the new MELS. c. Study the English language proficiency standards resources, strategies, technologies, and accommodations for English language learners (ELLs). d. Attend awareness sessions to learn about transition to the new standards. e. Study the concepts and skills students need to know and be able to do to meet the expectations of the MELS. f. Provide parents and families with opportunities to gain knowledge of the MELS, as well as methods that could be used to support children's language and literacy experiences.	a. Make sure all staff understand the school's literacy goals and their roles in meeting the goals. b. Study the concepts and skills students need to know and be able to do to meet the expectations of the standards.	

SUBCOMPONENT 2:

Stage 2: Curriculum has been aligned with the MELS.

Exploring	Implementing	Sustaining
ACTION 1		
<ul style="list-style-type: none"> a. Identify specific, measurable student achievement goals aligned with developmental milestones defined in the MELS. b. Analyze instructional materials for alignment with standards, developmental milestones, assessments, and learner needs. c. Study and select a research-based core reading program following criteria, Reviewing a Reading Program: Professional Development Module. d. Adopt or review a research-based core reading program to ensure students meet the standards and provide training in its support and use. e. Purchase one or two research-based reading intervention programs to support development of language and literacy skills. f. Study curriculum that integrates literacy across all developmental domains. 	<ul style="list-style-type: none"> a. Align content with the MELS to prepare teachers and staff for implementation. b. Adjust curriculum alignment to eliminate gaps. See Gap Analysis as part of the alignment module. c. Promote and support access to a range of appropriate materials and resources necessary to support children's language and literacy development. d. Increase the variety and choice in reading materials provided in centers. e. Leverage literacy instructional time by studying and planning ways to incorporate reading and writing throughout the day. 	

ACTION 2

<ul style="list-style-type: none"> a. Select an observational assessment that is aligned with the MELS. b. Select an assessment tool that is aligned to program goals. c. Seek guidance from state agency personnel on working to align assessments across programs so that quality implementation is more uniform and to prevent duplication of services. d. Inventory available literacy resources and list those that need to be acquired. e. Ensure that adjustments are made to selected materials, activities, and the environment, when necessary. f. Align and incorporate appropriate small group and center activities with the core reading instruction. g. Ensure that schools have the range of instructional materials, multimedia materials, diverse texts, and classroom materials. h. Focus on alignment that addresses literacy across all content areas throughout the day. 	<ul style="list-style-type: none"> a. Identify and plan direct, explicit instructional strategies to teach text structures, vocabulary, and background knowledge students need to learn for each content area. b. Study a variety of strategies for incorporating writing in all disciplines. c. Provide professional development on research-based instructional strategies and use of rubrics to improve reading and writing. 	<ul style="list-style-type: none"> a. Revisit and review to ensure curriculum is aligned with the standards.
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<p>i. Ensure curriculum and activities are developmentally appropriate, support children’s home culture and language, and integrate all domains of learning: physical, social-emotional, cognitive, language, and literacy.</p> <p>j. Ensure curriculum and activities focus on developing children’s emergent literacy skills: oral language, alphabet knowledge, phonological awareness, and print concepts.</p>		
<p style="text-align: center;">SUBCOMPONENT 3: Stage 3: Assessments are aligned with curriculum and with the MELS.</p>		
Exploring	Implementing	Sustaining
ACTION 1		
<p>a. Align core curriculum to standards and assessments to support instruction grounded in research on effective practice.</p> <p>b. Schedule and protect time for teachers and caregivers to collaboratively analyze data, share expertise, study the standards, plan lessons, examine students work, and reflect on practice.</p> <p>c. Administer core reading assessments and use data to adjust student groups throughout the year and to reteach skills, as needed.</p>	<p>a. Monitor the use of instructional strategies to improve literacy through formal and informal observations.</p>	

<p align="center">SUBCOMPONENT 4:</p> <p align="center">Stage 4: Educators design, adapt, and use evidence-based best practices to support effective delivery of the curriculum and assessments.</p>		
Exploring	Implementing	Sustaining
ACTION 1		
<ul style="list-style-type: none"> a. Provide staff with information on new practices based on research related to early language and literacy development. b. Study research-based strategies and resources aligned with early learning guidelines and standards and stages of language development. c. Meet in teams according to regularly established times for collaborative planning and examining student data/work. d. Select a few purposeful literacy strategies that address student needs to use throughout the day. e. Select a research-based curriculum that includes literacy and language skill development. 	<ul style="list-style-type: none"> a. Provide opportunities for children to learn and practice routines. b. Support use of research-based practices aligned with early learning guidelines and standards. c. Develop meaningful opportunities for students to write, speak, and listen. d. Provide opportunities for reading varied genres to build vocabulary and background knowledge. e. Meet in collaborative teams to study data and plan curriculum and literacy strategies effectively. f. Continue to seek and implement new strategies and teaching activities to replace those that are not successful. g. Use research-based strategies aligned with MELS. 	<ul style="list-style-type: none"> a. Guide students to focus on their own improvement. b. Expand meaningful opportunities for students to write, speak, and listen. c. Ensure that leadership teams, instructional coaches, curriculum specialists, teachers, and support personnel receive ongoing professional development in reading and writing instruction. d. Continue to seek and implement effective strategies and teaching activities. e. Use research-based strategies and appropriate resources to support student learning of the standards. f. Coach, model, co-teach, observe, and give feedback to fellow teachers on using literacy strategies in all content areas.

	<ul style="list-style-type: none"> h. Discuss alternative instructional strategies or modifications that may be better suited to promoting student learning of the standards. i. Identify and plan intentional instructional strategies to teach vocabulary and background knowledge to support literacy development across all learning domains. j. Provide whole class, small group, and individual instruction for short periods of time, based on student needs and interests. k. Implement appropriate strategies to help ELLs meet English language proficiency standards. l. Employ varied effective vocabulary development strategies to teach theme-related vocabulary. m. Integrate appropriate listening comprehension strategies into instruction in all discipline areas. n. Support teachers and literacy leaders in refining their skills to meet the needs of readers and writers throughout the day. o. Integrate a common theme across several disciplines, immersing students in the vocabulary connected to the topic. 	<ul style="list-style-type: none"> g. Address workplace literacy skills across all content areas.
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	<p>p. Integrate reading and writing strategies and skill development necessary for kindergarten readiness.</p> <p>q. Increase the variety of literacy materials, rotating materials based on student interest and topic of study.</p> <p>r. Provide a variety and choice in reading materials for independent “reading” in centers.</p> <p>s. Make writing a daily activity.</p> <p>t. Discuss and model the developmental progression of writing.</p>	
<p style="text-align: center;">SUBCOMPONENT 5: Stage 4: A comprehensive scope and sequence is communicated and aligned to the MELS.</p>		
Exploring	Implementing	Sustaining
ACTION 1		
<p>a. Use research-based strategies and appropriate resources (including the Core Source Book) to support student learning of the MELS.</p> <p>b. Identify fiction and nonfiction texts of various reading levels on topics linked to the theme for use in centers and throughout the day.</p>	<p>a. Identify what students know and what skills or knowledge need to be strengthened in future lessons for students to be kindergarten ready.</p>	

c. Define the literacy skills and proficiency levels needed to ensure students are kindergarten ready.		
<p align="center">SUBCOMPONENT 6: Stage 4: A pacing guide outlines a consistent instructional timeline and is adhered to by all staff.</p>		
Exploring	Implementing	Sustaining
ACTION 1		
<p>a. Guide development and implementation of a literacy-focused school improvement plan that includes activities, resources, timelines, and persons responsible to support and expand literacy learning for all students.</p> <p>b. Ensure that academic learning time in reading and writing is appropriate in duration and substance to meet learners' individual needs.</p>	<p>a. Ensure literacy strategies are appropriately implemented throughout the day.</p> <p>b. Follow the program's pacing guide to ensure maximum exposure to necessary skills for kindergarten readiness.</p> <p>c. Monitor the use of instructional strategies to improve literacy through formal and informal observations.</p>	
<p align="center">SUBCOMPONENT 7: Stage 5: Educators engage in alignment of curriculum and assessments.</p>		
Exploring	Implementing	Sustaining
ACTION 1		
<p>a. Define what the entire school must do to enable all teachers to teach and all students to learn effectively.</p> <p>b. Involve administrators in literacy trainings to learn how to promote change in practice and how to provide specific feedback aligned with MELS.</p>	<p>a. Expand meaningful opportunities for children to write, speak, and listen.</p> <p>b. Select engaging, culturally diverse texts and other media that are age and topic appropriate.</p>	

c. Meet in collaborative teams to ensure teachers are using the core reading program and literacy strategies effectively.		
<p style="text-align: center;">SUBCOMPONENT 8:</p> <p style="text-align: center;">Stage 5: Educators have analyzed assessment results (e.g., curriculum assessments and independent progress monitoring assessments), and processes are established to make systematic changes based on data results.</p>		
Exploring	Implementing	Sustaining
ACTION 1		
<ul style="list-style-type: none"> a. Consider assessment measures that help identify high-achieving/advanced learners who would benefit from enrichment activities. b. Assess resource and schedule requirements to identify time blocks for data study, teacher collaboration, and delivery of interventions. c. Analyze previous year's outcome assessment (PALS, IGDl) to determine broad student needs and serve as a baseline for improvement. d. Use assessment data to adjust teaching practices. 	<ul style="list-style-type: none"> a. Make necessary adjustments to the program based on assessment data. b. Focus discussions during collaborative team meetings on changes that can be made to improve the instructional program for all students. c. Revisit and revise the content of professional learning based on children's progress toward early learning standards. d. Rewrite/refocus school improvement plan goals, objectives, and actions according to student achievement results and mastery of the MELS. e. Monitor the reading instructional time for adherence to program and pacing. f. Develop schedule and resource plans for review and study of assessment data. 	<ul style="list-style-type: none"> a. Analyze program assessment data and determine programmatic improvements aligned to the standards. b. Analyze formative and summative student assessment results and refine literacy goals and plans aligned to the MELS. c. Identify what students know and what skills or knowledge need to be strengthened in future lessons for students to be kindergarten ready. d. Advocate for alignment of district and school policies, procedures, and actions that support improvement and achievement efforts. e. Evaluate the effectiveness of programs and policies.

	<ul style="list-style-type: none"> g. Create procedures and expectations for staff to review and analyze assessment results. h. Plan time to review assessment results in collaborative teams to identify program and instructional adjustments, as needed. i. Apply protocols for looking at student assessments and evaluation of longitudinal student progress. j. Schedule and protect time during the school day for teachers to collaboratively analyze data, share expertise, study the MELS, plan lessons, examine student work, and reflect on practice. 	<ul style="list-style-type: none"> f. Revisit and redefine school improvement goals. g. Integrate new priorities (i.e., programs and initiatives) into existing school structures, protecting the literacy focus. h. Allocate funding to update or replace core reading materials, as needed. i. Assess the effectiveness of the core program and act on the results (e.g., replace, refine, refocus). j. Make data-driven budget decisions aligned with literacy priority.
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COMPONENT: INSTRUCTION AND INTERVENTION

SUBCOMPONENT 1: Instructional materials and content are aligned to the MELS.		
Exploring	Implementing	Sustaining
ACTION 1		
a. Study the language and literacy MELS children need to meet to be kindergarten ready.	a. Provide support for teachers' transition to the MELS (e.g., time for staff to collaborate, time for staff to identify current strengths and weaknesses in curriculum and align curriculum to standards).	a. Revisit alignment activities and fidelity of curriculum to the MELS frequently (e.g., providing time for leadership team and staff to frequently evaluate where they are in the process, determining if new instructional materials need to be ordered).
ACTION 2		
a. Study, select, and purchase a research-based core reading program. b. Analyze instructional materials for alignment with MELS, assessments, and learner needs. c. Study research-based strategies and resources to support children's development to meet the MELS. d. Learn about Universal Design for Learning (e.g., read CAST publications, visit the CAST website http://www.cast.org/).	a. Purchase and fully implement the core program. b. Use alignment process to identify research-based instructional strategies and resources to support learning, particularly strategies that will strengthen identified weaknesses within the adopted program. c. Identify the most important concepts in each literacy unit for in-depth study (vocabulary development) and extended classroom learning opportunities (centers).	a. Monitor the reading instructional time for adherence to program and pacing. b. Revisit instructional strategies and fidelity of curriculum to the MELS frequently. Identify high leverage strategies and ensure implementation in all content areas. c. Expand connections between content areas, such as science and language arts.
ACTION 3		

<ul style="list-style-type: none"> a. Identify literature and informational texts on topics linked to the curriculum. b. Provide diverse texts to ensure students are exposed to a wide variety of texts throughout the day (read aloud, centers). 	<ul style="list-style-type: none"> a. Develop lessons that provide students with daily experiences with texts in a variety of genres. 	<ul style="list-style-type: none"> a. Teach students and parents how to use Find a Book at http://www.lexile.com/fab/ to build individualized reading lists at interest and developmental levels (read aloud opportunities).
<p style="text-align: center;">SUBCOMPONENT 2: Instructional materials and content include explicit and systematic instruction in reading, writing, listening, and speaking in all content areas.</p>		
Exploring	Implementing	Sustaining
ACTION 1		
<ul style="list-style-type: none"> a. Explore ways to infuse literacy throughout the day. b. Study research-based strategies and resources to support student learning of the MELS. c. Identify themes taught through the curriculum that expand across subject areas. d. Align and incorporate appropriate small group and center activities with the core reading instruction. 	<ul style="list-style-type: none"> a. Provide training and on-going professional development on methods for infusing literacy throughout the day. b. Identify specific research-based literacy strategies that can be implemented throughout the school day and provide professional development on specific strategies. c. Integrate a common theme across subject areas, immersing students in content vocabulary connected to the topic. d. Differentiate instruction using research-based instructional strategies and activities within the reading program to address individual student learning differences and choice. 	<ul style="list-style-type: none"> a. Ensure literacy strategies are appropriately implemented throughout the day. b. Integrate a common theme in learning activities throughout the day, immersing students in the vocabulary connected to the topic. c. Differentiate reading and writing assignments by offering student choice in learning centers.
ACTION 2		

<ul style="list-style-type: none"> a. Organize classroom libraries, considering themes addressed and student interests. b. Schedule quality, independent reading time through learning centers, allowing students to self-select and enjoy reading materials (explore). c. Broaden the types and formats of texts about which students read and write (e.g., magazines, newspapers, online text, picture books, primary sources, blogs, email, audio books, manuals, etc.). d. Select read-aloud books that are age- and topic-appropriate and include a wide variety of cultural, linguistic, and demographic groups. 	<ul style="list-style-type: none"> a. Identify fiction and nonfiction texts of various reading levels on topics linked to themes addressed for independent “reading” in learning centers. b. Enlist the support of the librarian/media specialist to acquire additional books and resources at various reading levels and on a variety of topics to support themes taught throughout the year. c. Provide opportunities for reading aloud varied genres to build vocabulary and background knowledge. d. Provide variety and choice in reading materials and writing topics. e. Create opportunities that allow students a choice of a variety of texts throughout the day. 	<ul style="list-style-type: none"> a. Allow students to self-select books and other reading materials to “read” for pleasure. b. Provide variety and choice in reading materials for independent “reading” in learning centers. c. Increase the variety and choice in independent reading materials.
ACTION 3		
	<ul style="list-style-type: none"> a. Integrate appropriate modeling of text comprehension strategies into instruction during read aloud (i.e., self-questioning, summarizing, predicting, inference, graphic organizers). 	<ul style="list-style-type: none"> a. Integrate appropriate modeling of text comprehension strategies into instruction during read aloud (i.e., self-questioning, summarizing, predicting, inference, graphic organizers).

ACTION 4		
a. Identify and plan direct, explicit instructional strategies to teach vocabulary and background knowledge students need to learn as relevant for theme development.	a. Employ varied effective vocabulary development strategies to teach theme related vocabulary.	a. Teach vocabulary in all subjects using a systematic process. Use the Anita Archer Explicit Vocabulary iTunes Courses.
ACTION 5		
a. Study a variety of strategies for incorporating writing throughout the day (both modeled and guided).	a. Make writing a daily activity through both modeled and guided writing instruction.	a. Stay abreast of effective strategies for reading and writing instruction.
b. Study resources defining children's development of writing skills.	b. Teach and support students through developing writing skills according to how writing skills develop.	b. Practice applying what is learned from research about children's writing development to analyze writing samples.
c. Provide students with good models of writing following the developmental progression.	c. Model the developmental progression of the writing process to support kindergarten readiness for all students.	
ACTION 6		
a. Study importance of text dependent questioning, especially questions that center around key ideas and details, craft and structure, and integration of knowledge and ideas.	a. Create text dependent questions that encourage students to think reflectively about texts.	a. Implement text dependent questioning throughout the day.

SUBCOMPONENT 3:

Instructional leaders ensure time for literacy instruction during the school day is a priority (e.g., minimum recommended 90 minutes of Tier 1 literacy instruction in primary grades, use of literacy strategies across subject areas, and additional time for interventions).

Exploring			Implementing			Sustaining		
ACTION 1								
a. Prepare school schedules early to ensure core reading instructional time is 90-120 minutes daily.			a. Monitor adherence to instructional schedule to ensure efficient use of entire instructional time.			a. Consider consulting with support services, such as scheduling experts to maximize efficiency of existing time and personnel.		
b. Leverage literacy instructional time by studying and planning ways to integrate reading and writing in all activities throughout the day.			b. Use flexible schedules to include extended time for language arts and reading.			b. Use progress monitoring and benchmark data to analyze individual student progress in the intervention, as well as effectiveness of intervention as a whole.		
c. Ensure that learning time in reading and writing is appropriate in duration and substance to meet learners' individual needs.								
d. Study flexible scheduling options to include additional time for reading intervention (double dosing).								

SUBCOMPONENT 4:

Tiered instruction is clearly defined and implemented with fidelity.

Exploring		Implementing		Sustaining	
ACTION 1					
a. Implement the core reading program with fidelity.		a. Follow the program’s pacing guide to ensure maximum exposure to necessary skills.		a. Assess the effectiveness of the core program and act on the results.	
b. Identify and provide classrooms/space for additional intervention, if necessary.		b. Identify and prioritize a list of students to be targeted for intervention or support.		b. Ensure fidelity to the overall intervention plan by conducting walkthroughs and observations.	
c. Ensure protected time takes advantage of all instructional minutes and minimizes transitions.		c. Monitor fidelity to the overall plan and writing schedules.		c. Monitor adherence to instructional schedule to ensure efficient use of entire instructional time.	
d. Have all materials and procedures in place prior to start of the school year.		d. Design an intervention system that allows easy flow of students into and out of the tiers of support.		d. Examine observational data to determine quality of instruction and ensure students are placed appropriately in specific programs.	
e. Schedule regular literacy observations to monitor use of literacy strategies throughout the day and student engagement and learning, as well as, to ensure consistent use of effective instructional practices.		e. Compile and examine classroom observation data to show current practice in reading and writing instruction.			
ACTION 2					
a. Research, select, and, purchase one or two research-based reading intervention programs. If only one is chosen, be sure it includes phonological awareness (including phonemic awareness), vocabulary development, and listening comprehension components.		a. Provide program-specific training in the core reading and intervention programs at the beginning of the year to prepare teachers and staff for implementation.		a. Monitor the implementation of the core and intervention program(s) to ensure fidelity using walkthrough data and child outcome data.	

ACTION 3		
	a. Utilize instructional coach to provide support by modeling, observing, and providing feedback.	a. Continue program-specific professional development each year for new and experienced teachers.
SUBCOMPONENT 5: Additional support is provided for learners with Tier 2 and Tier 3 needs through intensified interventions (e.g., smaller group sizes, increased time, or varied instructional materials).		
Exploring	Implementing	Sustaining
ACTION 1		
a. Schedule students into appropriate literacy interventions. b. Keep intervention classes small. c. Implement intervention programs with fidelity. d. Identify what students know and what skills or knowledge need to be strengthened in future lessons for students to be kindergarten ready. e. Select intervention teachers who have a proven record of success with struggling students.	a. Assess the effectiveness of the intervention program(s) and make adjustments based on the findings, providing extended learning opportunities for students (e.g., tutoring, afterschool, and summer learning programs). b. Build the master schedule early to accommodate the number of intervention classes needed. c. Plan lessons, re-teaching, and intervention activities that target areas of need. d. Identify and prioritize a list of students to be targeted for intervention or support. e. Utilize instructional coach to provide support by modeling, observing, and providing feedback.	a. Assess the effectiveness of the extended learning opportunities for students (e.g., tutoring, afterschool, and summer learning programs). b. Ensure students are placed appropriately in specific programs. c. Plan for extended learning opportunities for students (e.g., tutoring, afterschool, and summer learning programs). d. Provide additional literacy intervention (e.g., an additional reading class, one-on-one tutoring, computer-assisted instruction, or before- or after-school programs) by well-trained professionals for those students who need more targeted support (Tiers II and III).

SUBCOMPONENT 6:

Instructional leaders ensure that instructional materials are readily available for all instruction and intervention settings.

Exploring	Implementing	Sustaining
ACTION 1		
<ul style="list-style-type: none"> a. Have all materials and procedures in place prior to start of the school year. b. Ensure the school procures all equipment necessary to operate the program(s). c. Ensure all classes have classroom libraries that provide access to books on a wide range of topics, including culturally-responsive materials and books related to the theme, for independent “reading.” 	<ul style="list-style-type: none"> a. Allocate funding to replenish intervention materials, to continue professional development, and to recruit and retain highly-qualified intervention staff. b. Allocate funding to increase the range and variety of reading material. c. Collaborate with community resources (i.e., library, nonprofit organizations, private business, etc.) to augment book collections. 	<ul style="list-style-type: none"> a. Allocate funding to update or replace core reading materials, as needed. b. Allocate funding to update and renew classroom and school library book collections.

SUBCOMPONENT 7:

Technology is utilized to support student learning (e.g., software or digital devices which students use to learn, access, organize, and communicate information).

Exploring	Implementing	Sustaining
ACTION 1		
<ul style="list-style-type: none"> a. Inventory current hardware, software, and other technologies available at the school. b. Ensure all students have access to available technologies to improve their reading and writing. c. Plan to incorporate available technology resources into all subject area lessons. 	<ul style="list-style-type: none"> a. Develop a technology plan to address changing needs, outdated equipment and software, and on-going professional development needs. b. Investigate technologies that provide learning supports for all students (e.g., text-to-speech, speech recognition technology, etc.). 	<ul style="list-style-type: none"> a. Update the technology plan to address changing needs, outdated equipment and software, and on-going professional development needs. b. Explore new technologies that engage students and develop the theme being explored (e.g., graphical data visualizations, Blogs, wiki pages, Eports, Googlemaps, Googledocs, Podcasts, etc.).

<ul style="list-style-type: none"> d. Utilize available technologies to address the needs of learners in all subject areas (e.g., free text-to-speech software, digital text). e. Coach teachers in the classroom on how to use technology to enhance instruction. f. Ensure technology is properly functioning. 	<ul style="list-style-type: none"> c. Create technology-infused lessons for heightened student engagement. d. Create and use computer-based games to review content and engage students in learning http://people.uncw.edu/ertzbergerj/ppt_games.html 	
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COMPONENT: ASSESSMENT

<p>SUBCOMPONENT 1: Assessment tools and procedures align to the Montana Early Learning Standards (MELS).</p>		
Exploring	Implementing	Sustaining
ACTION 1		
<ul style="list-style-type: none"> a. For all students, select an assessment that aligns to the MELS. b. Follow assessment procedures to ensure valid and reliable results. c. Plan a method for systematically collecting information on students' literacy skills. d. Design a data collection plan for maintaining, analyzing, and utilizing assessment results. e. Plan and implement a method for systematically using information on students' literacy skills. f. Ensure the assessments address the MELS in literacy. 	<ul style="list-style-type: none"> a. Conduct procedural audits periodically to ensure the assessments are providing valid and reliable results. b. Implement a method for systematically collecting information on students' literacy skills. c. Implement a data collection plan for maintaining, analyzing, and utilizing assessment results. 	<ul style="list-style-type: none"> a. Conduct procedural audits periodically to ensure the assessments are providing valid and reliable results. b. Continue systematic schedule of assessments.

SUBCOMPONENT 2:

Comprehensive assessment system includes both formative and summative assessments.

Exploring	Implementing	Sustaining
ACTION 1		
<ul style="list-style-type: none"> a. With the leadership team, determine goal, purpose, and use of all assessments. b. Ensure that assessments rely on multiple methods (e.g., screening, diagnostic, performance/observation). c. Ensure that assessments are tailored for a specific purpose. d. Choose program assessments that evaluate effectiveness of instruction. e. Choose program assessments that evaluate the quality of programs. f. Choose progress monitoring assessments that evaluate the MELS in literacy. 	<ul style="list-style-type: none"> a. Use assessments to determine the progress toward the determined goals and purposes. b. Base instruction and placement of students on multiple sources of information. c. Embed authentic assessment within the curriculum with a set purpose. d. Use assessment results to change instructional practices and strategies to meet the needs of all students. e. Use program assessments to evaluate the quality of programs. f. Use progress monitoring assessments that evaluate the MELS in literacy. 	<ul style="list-style-type: none"> a. Ensure continued progress toward goals and purposes is the focus. b. Continue to utilize multiple sources of information to determine placement of students and instruction. c. Continue to utilize all data sources to determine if the program meets the needs of all students. d. Continue to use program assessments to evaluate the quality of programs. e. Continue to utilize progress monitoring to evaluate the MELS in literacy. f. Provide data to stakeholders, as appropriate, in a timely and user-friendly format. g. Share assessment results with families and stakeholders in a timely manner. h. Collaborate with all literacy stakeholders to ensure that assessment results are available when students transition from preschool to kindergarten.

SUBCOMPONENT 3:

Collaborative teams use a specific protocol for examining student data and making instructional and intervention decisions (e.g., universal screening, progress monitoring, diagnostic, and outcome measures are defined by when, who, and where).

Exploring	Implementing	Sustaining
ACTION 1		
<ul style="list-style-type: none"> a. Form appropriate teams, inclusive of speech-language pathologists and district appraisal staff, to analyze data, develop, and review instructional plans. b. Develop a protocol to examine data and place students in instructional settings. c. Study student assessment results to make adjustments that support children's language and literacy development. d. Study screening and diagnostic assessments used to assess literacy skills. e. Develop a plan for sharing students' assessment data with parents. f. Develop a plan to include diagnostic assessments for those students with severe deficiencies in language and literacy development. 	<ul style="list-style-type: none"> a. Teams utilize the assessment results to make adjustments that support children's language and literacy development. b. Use the protocol with the assessment results to change instructional practices and strategies to meet the needs of all students. c. Use student assessment results to make adjustments that support students' language and literacy development. d. Recognize and celebrate individual student's incremental improvements toward reaching goals. e. Ensure that assessment occurs regularly to inform parents and families of students' progress. f. Use diagnostic assessments to determine student placement in interventions appropriate to their needs. 	<ul style="list-style-type: none"> a. Enduring practice of using assessment results to change instructional practices and strategies to meet the needs of all students. b. Continue to use the protocol with the assessment results to change instructional practices and strategies to meet the needs of all students. c. Ensure continued use of assessment results to make adjustments that support students' language and literacy development. d. Continue a culture of data with parents. e. Continue to use diagnostic assessments to determine student placement in interventions appropriate to their needs.

SUBCOMPONENT 4:

Data is disaggregated by subgroups and provided to educators for instructional decision making in a timely and efficient manner.

Exploring	Implementing	Sustaining
ACTION 1		
<ul style="list-style-type: none"> a. Determine what subgroup indicators should be collected with the data. b. Develop a plan conducive to your facility on which disaggregated data will inform instructional decision. 	<ul style="list-style-type: none"> a. Disaggregate and use subgroup data to strengthen literacy outcomes for all students, including ELL and those with exceptionalities. b. Use subgroup data to strengthen literacy outcomes for all students, including ELL and those with exceptionalities. c. Use subgroup data to identify areas of celebration. d. Use subgroup data to identify areas of growth to include in the planning process. 	<ul style="list-style-type: none"> a. Continue to use subgroup data to identify areas to improve. b. Share subgroup data with families and stakeholders in a timely manner. c. Continue to use subgroup data to identify areas of celebration. d. Share subgroup data with families and stakeholders in a timely manner.

SUBCOMPONENT 5:

A comprehensive plan assesses the effectiveness of the instructional program and guides adjustments for improvement.

Exploring	Implementing	Sustaining
ACTION 1		
<ul style="list-style-type: none"> a. Develop a plan for ongoing data analysis to inform program development and improvements. 	<ul style="list-style-type: none"> a. Use information from program assessments to guide developments and improve program quality. b. Utilize an ongoing assessment system that supports language and literacy 	<ul style="list-style-type: none"> a. Use program assessment data to refocus efforts on areas needing improvement. b. Analyze program assessment data and determine programmatic improvements aligned to the MELS.

<ul style="list-style-type: none"> b. Schedule and provide time for teachers to collaborate and review student outcomes and program goals. c. Analyze a variety of data (e.g., student assessments, teacher needs assessment, teacher observations, professional training) to determine content of professional development. d. Use checklists when conducting observations and walkthroughs to ensure clear expectations and specific feedback on student learning. 	<ul style="list-style-type: none"> development and allows for continued appraisal of students and programs in a timely manner. c. Provide staff professional development opportunities based on data that meets the needs of students and teachers. d. Continue to monitor program quality and make necessary adjustments to the program based on assessment data. e. Provide opportunities for staff to study and use data to support continued student growth and program effectiveness, user-friendly student and program data to families and stakeholders. f. Reassign staff as needed, matching staff strengths to the needs of students. 	<ul style="list-style-type: none"> c. Use results to determine follow-up professional development and to gauge improvements in settings and educational experiences. d. Analyze program data to determine impact of intentional teaching strategies on student achievement. e. Review systemic issues related to program quality across all settings to determine policy and funding needs.
<p style="text-align: center;">SUBCOMPONENT 6: Regularly scheduled data analysis discussions occur to assess and adjust ongoing learning (e.g., biweekly data meetings).</p>		
Exploring	Implementing	Sustaining
ACTION 1		
<ul style="list-style-type: none"> a. Schedule and protect time for staff to collaboratively analyze data, share expertise, study the MELS, plan lessons, examine student work, and reflect on practice. 	<ul style="list-style-type: none"> a. Meet in collaborative teams to study data and plan curriculum and literacy strategies effectively. 	<ul style="list-style-type: none"> a. Continue to utilize collaborative teams to study data and plan curriculum and literacy strategies effectively. b. Continue the culture of data-based decision making.

<ul style="list-style-type: none"> b. Review and use results of screening and diagnostic assessments to make informed decisions about instruction and interventions. c. Use student assessment data to assist in setting learning goals and monitoring progress toward those goals. d. Collect observation data to determine additional support needed by staff and to adjust professional development plans. e. Provide opportunities for staff to determine progress toward addressing MELS. f. Create an easy-to-understand presentation of data for parents and stakeholders. g. Create a plan for using data to adjust practices. 	<ul style="list-style-type: none"> b. Adapt intervention activities and materials as needed, based on observations and other appropriate data. c. Monitor progress frequently to determine a child's response to intervention and progress toward the goals set. d. Analyze observation data to determine additional support needed by staff and to adjust professional development plans. e. Assist staff in use of student assessment data to evaluate the progress toward addressing MELS. f. Conduct and organize assessments so that results can be provided during conversations with parents. g. Use assessment data to adjust teaching practices. h. Make necessary adjustments in the program to meet the needs of all students. i. Use results to make informed decisions about intentional instruction. j. Use student assessment data to differentiate instruction and reassess progress. 	<ul style="list-style-type: none"> c. Refocus literacy goals and actions based on student outcome data and mastery of MELS. d. Continue to analyze observation data to determine additional support needed by staff and to adjust professional development plans. e. Continue making adjustments to instruction and programs to increase achievement. f. Continue the culture of data sharing with stakeholders and parents. g. Continue to use assessment data to adjust teaching practices.
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	<ul style="list-style-type: none"> k. Refine literacy activities, materials, and centers based on needs and interests of students. l. Focus discussions on changes that can be made to improve programs and settings for all students, including ELLs and students with exceptionalities. 	
<p style="text-align: center;">SUBCOMPONENT 7: A data collection system is in place and technology support is available for continuous access of the data system.</p>		
Exploring	Implementing	Sustaining
ACTION 1		
<ul style="list-style-type: none"> a. Identify protocols and procedures for staff to follow when specific screening assessments may be necessary. b. Ensure that appropriate technology is available to input and organize assessment data. c. Input results into data system accurately and in a timely manner. d. Build technology capacity to support portfolio assembly and storage. e. Build and use a coordinated education data system to inform policy, instructional, and management decisions. 	<ul style="list-style-type: none"> a. Build the capacity of stakeholders (e.g., parents, teachers, administrators, policy makers) to use data for continuous improvement. 	<ul style="list-style-type: none"> a. Ensure that updates to the technology are complete. b. Ensure that ongoing professional development is offered for changes in features to the data system.

SUBCOMPONENT 8:

Assessors receive professional development on valid and reliable assessment administration and fidelity of assessment administration is verified (e.g., checklists, observations).

Exploring		Implementing		Sustaining	
ACTION 1					
a. Train staff who will administer assessments to ensure standardized collection and analysis procedures.		a. Ensure thorough training in administration and data recording for all who administer screening, diagnostic, performance, and observational assessments to students.		a. Provide continued professional development to staff who administer assessments to ensure standardized procedures and accurate data recording.	
b. Specify explicit data collection procedures for staff.		b. Provide professional development for all staff, including directors, on the program evaluation tool and methods of administration.		b. Provide continued professional development on assessments and interventions to promote positive student outcomes.	
		c. Provide professional development and technical support on using assessment measures.			
		d. Create protocols, time, and expectations for staff to review and analyze assessment results.			
		e. Administer assessments according to established timelines.			

COMPONENT: PROFESSIONAL DEVELOPMENT

<p>SUBCOMPONENT 1:</p> <p>Professional development is aligned to the MELS and is provided for staff on explicit and systematic instruction in reading, writing, listening, and speaking.</p>		
Exploring	Implementing	Sustaining
ACTION 1		
<ul style="list-style-type: none"> a. Align professional development with MELS for infants and toddlers and preschoolers to prepare teachers and staff for implementation. b. Assess educators' professional development needs regarding implementation of the MELS. c. Pursue funding sources for specialized training and materials on the MELS. d. Involve educators and administrators in standards trainings to learn how to promote change in practice and how to provide specific feedback aligned with the MELS. 	<ul style="list-style-type: none"> a. Provide professional development based on children and teacher needs and children's progress toward the MELS. b. Provide opportunities for staff to give input about their professional development needs that include "what" content they would like to learn about regarding specific skills and understandings outlined in the MELS. c. Provide opportunities for staff to participate in professional learning activities offered by district, region, and/or state professionals that address early learning standards. d. Develop methods to evaluate the effectiveness of professional development activities involving the MELS. e. Protocols are in place for onsite leadership team to continually revisit and revise the content of professional learning 	<ul style="list-style-type: none"> a. Align newly purchased materials to the MELS and provide professional development on the materials and how they are aligned. b. Use a tool yearly to determine professional development needs for staff. c. Continually pursue funding sources for ongoing specialized training and materials on the MELS. d. Continually use and refer to PD evaluation for effectiveness and obvious next steps. e. Revisit and revise protocols for evaluating effectiveness of professional learning based on children's progress toward the MELS. Maintain professional development focus through the use of an appropriate action plan, action goals, and action steps to achieve those goals specific to professional development.

	based on children's progress toward the MELS.	
<p align="center">SUBCOMPONENT 2: Ongoing, job-embedded professional learning is provided in many ways to meet varying staff needs (e.g., coaching, professional learning communities, peer mentoring, web-based).</p>		
Exploring	Implementing	Sustaining
ACTION 1		
<p>a. Provide information to staff about the importance of professional development and the changes in professional development formats they may see coming.</p> <p>b. Provide opportunities for staff to give input about changing needs for best time of year, time during the week, and time during the day for participating in ongoing professional development.</p>	<p>a. Provide varying professional development to teachers and caregivers based on current needs (e.g., coaching, professional learning communities, peer mentoring, web-based).</p> <p>b. Use teachers' feedback to provide professional development at times that best fits their needs.</p>	
ACTION 2		
<p>a. Hire an instructional coach to provide job-embedded support for staff.</p> <p>b. Establish a long range professional development plan that includes job-embedded strategies, such as coaching, modeling, and constructive feedback.</p> <p>c. Establish a mentor program so teachers can work collaboratively as they learn.</p> <p>d. Schedule and protect time for the leadership team to evaluate various</p>	<p>a. Schedule time for the instructional coach or mentor to meet with teachers individually and in collaborative teams to co-plan, model, practice, and provide feedback.</p> <p>b. Develop methods to evaluate the effectiveness of professional development activities.</p> <p>c. Use mentors to maintain teachers' focus on effective practices for language and literacy development.</p>	<p>a. Utilize on-site innovators, trained staff and leadership team as well as hired coaches, as necessary, to provide meaningful, targeted professional development.</p> <p>b. Continue to evaluate the effectiveness of professional development activities.</p> <p>c. Expand use of mentoring program to provide long-term support in a variety of ways.</p>

professional development methods in order to determine what to offer.	d. Protect time for leadership team to evaluate various professional development methods to determine what to offer.	<p>d. Continue to provide ways for teachers to suggest new innovations for professional learning.</p> <p>e. Update professional development plan that includes job-embedded strategies, such as coaching, modeling, and constructive feedback.</p> <p>f. Maintain funding sources for instructional coach who provides job-embedded support for staff.</p> <p>g. Pursue continued funding for ongoing professional development.</p>
ACTION 3		
<p>a. Schedule and protect time for teachers and caregivers to collaboratively analyze data, share expertise, study the MELS, plan lessons, examine student work, and reflect on their practice through ongoing job-embedded professional learning.</p> <p>b. Build a professional library that includes research-based books, journals, magazines, and videos for ongoing professional growth.</p> <p>c. Assess current availability of technology and materials that provide varying formats of professional learning.</p>	<p>a. Meet regularly in collaborative teams to study data and plan curriculum and literacy strategies.</p> <p>b. Utilize resources in the professional library as a vehicle to encourage ongoing “professional talk” about current research and best practices in literacy.</p> <p>c. Purchase technology and materials needed to support varying formats of professional learning.</p> <p>d. Judiciously utilize funding set aside for professional development in alignment with school goals and teacher professional growth needs.</p>	<p>a. Protect time for teachers and caregivers to collaboratively analyze data, share expertise, study the standards, plan lessons, examine student work, and reflect on their practice through ongoing job-embedded professional development.</p> <p>b. Update and maintain library and software to meet professional needs aligned with school goals.</p> <p>c. Continue to provide professional development that uses technology and materials that provide varying formats of professional learning.</p>

d. Allocate funding for ongoing professional development.	<p>e. Assist staff in use of child assessment data to evaluate the effectiveness of teaching strategies gained through professional learning opportunities.</p> <p>f. Promote membership in professional organizations.</p>	<p>d. Maintain funding sources for ongoing professional development.</p> <p>e. Consistently and regularly use established data collection and analysis on effectiveness of strategies as an established protocol to influence job-embedded professional development.</p> <p>f. Encourage teachers/caregivers/para-educators to participate in post-secondary schooling that results in credentialing or a degree.</p>
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SUBCOMPONENT 3:

Instructional leaders use multiple sources of student and school data when planning and implementing professional development.

Exploring	Implementing	Sustaining
ACTION 1		
<p>a. Provide opportunities for the school community to give input regarding information that would be helpful to use to guide professional development needs.</p> <p>b. Collect and analyze a variety of data (e.g., student assessment, MLP self-assessment, teacher needs assessment, teacher observations, professional training, CLASS, ELLCO) to determine content of professional development.</p> <p>c. Provide information to educators about the importance of gathering data to make</p>	<p>a. Assess quality and nature of adult/child interactions and adjust program to ensure quality and quantity of engaging interactive opportunities.</p> <p>b. Revisit and revise the content of professional learning based on students' progress toward MELS.</p> <p>c. Provide opportunities for staff to participate in professional learning activities offered by district, region, and/or state personnel that address identified needs.</p>	<p>a. Revisit and revise professional development plan yearly based on students' level of kindergarten readiness.</p> <p>b. Annually review effectiveness of the match between student and staff needs and provided staff development.</p> <p>c. Add additional data measures that will be used to target professional development needs as needs change.</p>

<p>decisions about professional development needs based on current research and evidence-based practices.</p> <p>d. Identify student and teacher data measures that will be used to target professional development needs.</p> <p>e. Identify roles for data collection, data analysis, and dissemination.</p> <p>f. Budget resources for management of the program and data for personnel who work with data.</p> <p>g. Collect and analyze a variety of data (e.g., student assessment, self-assessment, teacher needs assessment, teacher observation, and professional training data) to determine content of professional development.</p>	<p>d. Use results of evaluations of professional development activities to make adjustments and determine next steps for professional development.</p> <p>e. Use observation and walkthrough data to determine additional support needed by staff and to adjust professional development plans.</p> <p>f. Allocate resources for collecting and managing data, including expenses for photo-copying, purchasing a data management program, and personnel who work with data.</p> <p>g. Use results from ongoing needs surveys to match professional development to current needs.</p>	<p>d. Revise and document changing roles for data collection, data analysis, and dissemination.</p> <p>e. Revise protocols for using data for ongoing professional development planning as needed.</p> <p>f. Continue to allocate resources for collecting and managing data.</p>
<p align="center">SUBCOMPONENT 4:</p> <p align="center">Individual, targeted professional growth plan structures are in place for staff based on observation data and staff needs.</p>		
Exploring	Implementing	Sustaining
ACTION 1		
<p>a. Select or develop a needs survey to match available resources to actual need for individual staff.</p>	<p>a. Use results from needs survey to match available resources and professional development opportunities to actual need.</p>	<p>a. Continue to have educators use varied data to determine next steps for professional development.</p>

<ul style="list-style-type: none"> b. Provide updated information to educators about the importance of gathering data to make decisions about professional development needs based on current research and evidence-based for self-reflection practices and growth plan structures. c. Involve teachers and caregivers in the planning and design of professional development. d. Develop observation protocols and checklists that include opportunities for teachers to discuss their teaching practice and ways for observers to provide specific feedback on lessons. e. Establish protocols for targeted professional growth plan structures for staff that are based on reflective practices, collaboration with other staff, and observation feedback. f. Provide opportunities for the school community to give input regarding information that would be helpful to use to guide individual staff professional development needs. 	<ul style="list-style-type: none"> b. In coordination with a selected teacher evaluation plan, determine meaningful individual and school-wide professional development. c. Provide targeted professional development to teachers and caregivers based on their professional growth plans. d. Use checklists when conducting observations and walkthroughs to ensure clear expectations and specific feedback on student learning that serve as documentation for determining ongoing professional development. e. Provide opportunities for teachers/caregivers to carry out in their professional growth plans in nonthreatening situations. 	<ul style="list-style-type: none"> b. Continue to involve teachers and caregivers in the planning and design of professional development. c. Revise observation protocols and checklists that include opportunities for teachers to discuss their teaching practice and ways for observers to provide specific feedback on lessons. e. Continue allocation of resources, funding, and time for professional growth plans, observations, and professional development for professional growth planning.
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ACTION 2		
<ul style="list-style-type: none"> a. Budget resources for management of the program and data for personnel who work with data. b. Provide budgeted funding to maintain up-to-date materials and tools. 	<ul style="list-style-type: none"> a. Allocate resources, funding, and time for professional growth plans, observations, and professional development for professional growth planning. b. Provide a means to inventory and survey material and tools for condition and appropriateness. 	<ul style="list-style-type: none"> a. Continue to upgrade tools and materials to keep pace with best professional development practices, the changing economy, and needs for improving literacy outcomes. Select or develop a needs survey to match available resources to actual need for individual staff. b. Select or develop a needs survey to match available resources to actual need for individual staff.
<p align="center">SUBCOMPONENT 5: Structures are in place for providing professional development for new staff members.</p>		
Exploring	Implementing	Sustaining
ACTION 1		
<ul style="list-style-type: none"> a. Assemble a team to develop protocols for professional development for new staff toward evidence-based literacy practices to ensure consistency of instruction. b. Establish protocols for coaches, mentors, and teacher partnering to provide ongoing support for new staff. c. Schedule time for new staff to engage in professional development regarding existing protocols and practices. 	<ul style="list-style-type: none"> a. Follow protocols for professional development for new staff on evidence-based literacy practices to ensure consistency of instruction. b. Schedule times at the beginning of year to ensure new teachers are aware of teaching expectations for literacy. c. Partner experienced teachers with pre-service and beginning teachers. 	<ul style="list-style-type: none"> a. Refine protocols for professional development for new staff toward evidence-based literacy practices to ensure consistency of instruction. b. Refine protocols for coaches, mentors, and teacher partnering to provide ongoing support for new staff. c. Evaluate how effective the preparation of new teachers on the expectations for literacy is.

<p>d. Research networking and partnerships with higher education for resources in literacy practice.</p>	<p>d. Use mentors to maintain teachers' focus on developmentally appropriate practices for literacy development.</p> <p>e. Partner with higher education to build networks of support for applying research-based strategies in literacy practice.</p>	<p>d. Maintain the partnerships with higher education that support new teacher development.</p> <p>e. Pursue funding sources for training for new teachers.</p>
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COMPONENT: COMMUNITY AND FAMILY INVOLVEMENT

SUBCOMPONENT 1:

Administration communicates literacy goals and expectations to stakeholders and collaborates to meet desired outcomes.

Exploring		Implementing		Sustaining	
ACTION 1					
a. Create a shared literacy vision for the school and community (e.g., establish district and school policies for family engagement. Include parents, leadership, and staff members on the team to develop the family engagement policy).		a. Communicate the shared literacy vision for the school and community.		a. Revisit the shared literacy vision and revise if necessary.	
b. Ensure that all appropriate stakeholders, including parents, are at the table during critical planning and decision-making activities.		b. Conduct repeated awareness sessions and disseminate resource materials on the MELS to parents at times that are convenient for them.		b. Ensure that staff and caregivers, as well as families, receive information on the latest research related to effective language and literacy development strategies/activities.	
c. Ensure that stakeholders understand language and literacy goals and their roles in meeting these goals (e.g., teachers must address how they involve families in their instructional practices, parents must understand the language and literacy goals their children need to develop during the preschool years).		c. Involve parents and families in their children’s language and literacy experiences and provide opportunities for them to gain knowledge of the MELS as well as activities/strategies that could be used to support children’s language and literacy experiences (e.g., with teacher assistance, parents review their child’s data, set developmentally appropriate goals, and set family goals to support language and literacy development at home).		c. Continue to involve community members and parents in literacy efforts and reach out to those not currently involved.	
d. Provide stakeholders and partners with the definition of kindergarten readiness and use it to plan language and literacy		d. Schedule and provide time for partners to collaborate and review child outcomes and program goals.		d. Continue to ensure all appropriate stakeholders, including parents, are at the table during critical planning and decision-making activities. Assign new members as necessary.	
				e. Continue to schedule opportunities for families and caregivers to learn more about the implementation of the MELS in the classroom.	

<p>improvements for children, beginning at birth.</p> <p>e. Ensure that families, staff, and caregivers are familiar with the MELS.</p> <p>f. Inform families, staff, and caregivers of the need for screening, diagnostic, and developmental assessments and the purposes of each. Routine screening and parent engagement to promote healthy childhood development is key from birth young adulthood.</p>	<p>e. Schedule opportunities for families and caregivers to learn more about the MELS and how classroom activities support the MELS.</p> <p>f. Continue to inform families, staff, and caregivers of the need for screening, diagnostic, and developmental assessments and the purposes of each.</p>	
ACTION 2		
<p>a. Plan awareness sessions and dissemination of resource materials for parents on the MELS.</p> <p>b. Disseminate information to parents and caregivers on developmental milestones for language and literacy development</p> <p>c. Establish a system of communication for sharing information with staff and parents (e.g., find routes of communication that work best for different families: in person, email, telephone/text messages).</p> <p>d. Develop a district-wide health screening assessment plan. Partner with families to involve them in screening processes (e.g., parent surveys, checklists).</p>	<p>a. Continue to share information about literacy goals to foster an environment that celebrates literacy.</p> <p>b. Explore methods to communicate with parents and caregivers on ways to foster language development at home.</p> <p>c. Look for methods to improve two-way communication for sharing information with staff and parents using various technologies to effectively support stakeholder engagement.</p> <p>d. Continue to inform families, staff, and caregivers of the need for screening, diagnostic, and developmental assessments and the purposes of each.</p>	<p>a. Encourage involved families and community members to persuade others to become more aware and active in advancing literacy efforts.</p> <p>b. Incorporate technologies to more creatively and effectively support stakeholder engagement (e.g., blogs, Twitter, electronic newsletters, social media tools such as “Parent’s Guide to Twitter” - #PTchat – allow teachers and parents to share resources and collaborate about education) and provide families with teacher and school contact information, including email addresses and telephone numbers.</p>

e. Establish a work group (school counselors, psychologists, nurses, social workers, health educators, special education staff, after-school program staff, bilingual and Title I coordinators, union representatives, classroom teachers, noncertified staff, parents, community representatives, etc.) that focuses specifically on how learning supports are used, including all major resources.	e. Re-evaluate and revise, if necessary, how the learning supports are used, including all major resources.	c. Review district healthy child screening assessment plan. Revise, if necessary, to adjust to current screening, diagnostic, and developmental assessments.
f. Create a well-designed infrastructure to provide guidance and support for students and families.		

SUBCOMPONENT 2:

Community-based, collaborative partnerships ensure a supportive transition from one literacy setting to the next.

Exploring	Implementing	Sustaining
ACTION 1		
a. Build relationships with all providers of care and education services.	a. Provide opportunities for staff, caregivers, and families to visit settings that are successful in implementing high-quality programs.	a. Continue to involve community members and parents in literacy efforts and reach out to those not currently involved, specifically fostering further relationships among schools, postsecondary education institutions, the workforce, families, and communities.
b. Ensure partnerships include stakeholders from various early care and education settings and that members meet regularly.	b. Expand and strengthen school-university partnerships to build networks of support for literacy programs.	b. Strengthen school-university partnerships and continue to build networks of support for literacy programs (e.g., partner with
c. Plan transition activities (home visits, phone calls, orientation meetings) for children as they transition from preschool to kindergarten.	c. Implement transition activities (home visits, phone calls, orientation meetings)	

<p>d. Organize a literacy leadership team that includes parents, other family members, and community members, with the director or other school-based instructional leader as the team's leader.</p>	<p>for children as they transition from preschool to kindergarten.</p> <p>d. Monitor to ensure that the contributions to the literacy leadership team from the parent representative(s) are understood and considered.</p>	<p>local community colleges and universities and work together to provide families with information, training, and resources).</p> <p>c. Continue to implement transition activities (home visits, phone calls, orientation meetings) for children as they transition from preschool to kindergarten.</p> <p>d. Ensure that the contributions to the literacy leadership team from all stakeholders are understood and considered.</p>
<p style="text-align: center;">SUBCOMPONENT 3: Parents and families are engaged as partners in ways that are culturally and linguistically sensitive.</p>		
Exploring	Implementing	Sustaining
ACTION 1		
<p>a. Study methods to engage families.</p> <p>b. Research strategies for home visitations.</p> <p>c. Research opportunities for home- or center-based environments that support children's language and literacy development and foster a love for reading.</p>	<p>a. Select and implement research-based methods and strategies to engage families.</p> <p>b. Conduct home visits to support parents with knowledge and skills to foster their children's early language and literacy development.</p> <p>c. Provide guidance for parents and family members to set up a home- or center-based environment that supports children's language and literacy</p>	<p>a. Review methods and strategies to engage families. Remove strategies that have not been effective and supplement with additional methods and strategies.</p> <p>b. Increase the frequency of home visits (e.g., Parent-Teacher Home Visit Project).</p> <p>c. Offer continuing opportunities to build parental capacity to support children's language and literacy development (e.g., literacy evenings, after-school programs).</p>

	development and fosters a love for reading.	
ACTION 2		
<ul style="list-style-type: none"> a. Plan training for parents and caregivers to increase the use of developmentally appropriate literacy activities and materials in the home. b. Show families how to use developmentally appropriate materials and strategies to promote children's language and literacy development (e.g., provide teacher-led workshops for families, particularly those that aim to build parents' capacity and confidence to support learning at home). c. Become familiar with the cultural and linguistic background of students in the school. d. Explore Universal Design for Learning (UDL) and ensure it is being implemented in classrooms. e. Brainstorm additional family events at the school that welcome parent and child participation. 	<ul style="list-style-type: none"> a. Teach parents and caregivers to use every day experiences (e.g., routines and outings) to develop children's language and literacy skills (e.g., hold workshops for parents to model shared book reading, engagement in children's play, and other everyday opportunities for language and literacy development). b. Share with parents and caregivers strategies for language and literacy development (e.g., talking with children, engaging in word play, rhyming, naming things in the environment, reading to children, and discussions and questions related to books and other experiences, and their connection to future academic success). c. Incorporate communication that is culturally- and linguistically-sensitive to all families (e.g., notes and newsletters in dual languages, using interpreters for parent/teacher conferences, establishing communication preferences: email, cell or home phone, written notes). d. Educate parents about UDL and differentiated activities taking place in the classroom. 	<ul style="list-style-type: none"> a. Provide ongoing opportunities to train parents and caregivers to increase the use of developmentally appropriate language and literacy activities and materials in the home. Videotape important professional development sessions for staff to review and share with colleagues and families within and out of the school. b. Provide ongoing opportunities to build parental capacity to support children's language and literacy development (e.g., training, school activities, modeling). c. Provide support for families and other caregivers on differentiated techniques for supporting language and literacy development of all students. d. Continue scheduling family events at the school that welcome parent and child participation together.

	e. Schedule family events at the school that welcome parent and child participation together (e.g., literacy nights). Provide creative opportunities to talk with the preschool director (coffee with the director) and with teachers (monthly family nights) and help families meet other families and create social networks.	
<p align="center">SUBCOMPONENT 4:</p> <p align="center">Parents and families are informed of language and literacy expectations outlined in the MELS and are updated on individual student progress toward meeting those expectations a minimum of three times per year.</p>		
Exploring	Implementing	Sustaining
ACTION 1		
<p>a. Ensure that assessment occurs regularly to inform parents and families on children's progress.</p> <p>b. Conduct parent teacher conferences at least once per year to share assessment information with parents, face-to-face.</p> <p>c. Explore ways to celebrate children's progress, as a district, school, classroom, and for individual students.</p>	<p>a. With families, use child assessment data to assist in setting language and literacy goals and monitoring progress toward those goals.</p> <p>b. Use additional and multiple means to communicate with parents about their children's progress, including during parent-teacher conferences, and identify for parents the language and literacy development milestones and necessary skills or knowledge that need to be developed to support kindergarten readiness.</p> <p>c. Celebrate children's progress with families and peers (e.g., promptly share positive</p>	<p>a. Continue to inform parents of their children's progress and collaborate with them to strengthen positive outcomes.</p> <p>b. Provide activities and strategies to parents that are specific to their children's needs, based on data, in order to help children reach MELS.</p> <p>c. Share student achievement gains with parents as well as with the local community through newspaper articles, displays of student work, podcasts, news conferences, community open houses, etc.</p>

	news about students through the family members' preferred method of communication).	
ACTION 2		
a. Use technology capacity to share relevant student progress data with parents and caregivers in an easily interpreted user-friendly format.	a. Provide information sessions for parents and stakeholders on how to use the technology to be best informed about student and school progress.	a. Use multiple means to communicate with parents about their children's progress, and provide them ways to build on identified strengths.
<p align="center">SUBCOMPONENT 5: Parents and families with students receiving Tier II and III interventions are updated on individual student progress toward meeting expectations outlined in the MELS a minimum of six times per year.</p>		
Exploring	Implementing	Sustaining
ACTION 1		
a. Ensure that assessment occurs regularly to inform parents and families on children's progress. b. Report results to parents and other stakeholders in a timely and easily interpreted manner. c. During parent-teacher conferences, identify for parents the language and literacy development milestones and necessary skills or knowledge that need to be developed to support kindergarten readiness. d. Talk with families about children's progress and provide them with strategies	a. Use technology capacity to share relevant student progress data with parents and caregivers in an easily interpreted user-friendly format. b. With families, use child assessment data to assist in setting language and literacy development goals and monitoring progress toward those goals. c. Provide timely feedback of results to students and parents. d. Work with families and specialists to tailor necessary interventions and adaptations to the learning environment to support children's development.	a. Use multiple means to communicate with parents about their children's progress and provide them ways to build on identified strengths. b. Continue to use child assessment data with families to assist in setting language and literacy development goals and monitoring progress toward those goals. c. Continue to inform parents of their children's progress and collaborate with them to strengthen positive outcomes. d. Monitor family involvement and adjust plans as needed.

<p>they can use to support their children's language and literacy development.</p> <p>e. Celebrate children's progress with families and peers.</p>	<p>e. Share differentiated instruction and practices with families and others involved in the care and education of children.</p> <p>f. Celebrate children's progress with families and peers (e.g., promptly share positive news about students through the family members' preferred method of communication).</p>	<p>e. Provide support for families and other caregivers on differentiated techniques.</p> <p>f. Provide activities and strategies to parents that are specific to their children's needs, based on data, in order to help them reach MELS.</p> <p>g. Share student achievement gains with parents as well as with the local community through newspaper articles, displays of student work, podcasts, news conferences, community open houses, etc.</p>
<p style="text-align: center;">SUBCOMPONENT 6:</p> <p style="text-align: center;">A coordinated system of support links families with local community resources to provide greater support for students in achieving language and literacy skills for kindergarten readiness.</p>		
Exploring	Implementing	Sustaining
ACTION 1		
<p>a. Develop a survey of needs from parents, students, teachers, and other professionals that can be used to match available resources to actual need.</p>	<p>a. Administer survey of needs for parents, students, teachers, and other professionals that can be used to match available resources to actual needs.</p>	<p>a. Advocate for new capacity in the community to help students and families.</p>
ACTION 2		
<p>a. Create a culture and environment among all stakeholders that promotes and celebrates positive outcomes for children and families.</p> <p>b. Provide information sessions for families and caregivers of services available</p>	<p>a. Include community and family members in activities that promote language and literacy development (e.g., guest authors, dramatic readings, book fairs, creative productions).</p>	<p>a. Continue to promote language and literacy through a variety of activities that involve community and family members.</p> <p>b. Provide professional development on free literacy resources that provide learning supports.</p>

<p>through Early Childhood Programs in Montana for children up to 3 years of age.</p> <p>c. Identify learning supports within the home, school, and community that will support families and improve student outcomes.</p>	<p>b. Provide information on how to access family-focused services and outreach that engage parents and family members in literacy programs and services.</p> <p>c. Fill program/service gaps and pursue economies of scale through collaborative outreach linkages among families of schools (e.g., a feeder pattern, schools in close proximity).</p>	
ACTION 3		
<p>a. Establish strategic and systemic partnerships in the community that can help promote child and family outcomes.</p> <p>b. Establish strategic partnerships to expand opportunities for students to access technologies, both in school and out of school.</p> <p>c. Plan a family resource center to offer literacy resources and tools for families and to build their skills in literacy development to help their children.</p> <p>d. Provide parents with practical guidance to encourage regular read-aloud activities at home.</p> <p>e. Provide parents with resources and tools to support their child's language and literacy development (i.e., modeling and</p>	<p>a. Develop new partnerships with professionals who work with families and can help support literacy efforts.</p> <p>b. Connect every student to optimize participation and achievement (e.g., mentoring by caring adult).</p> <p>c. Partner with museums and libraries to provide optimal experiences for children and families.</p> <p>e. Involve parents and families in their children's language and literacy experiences and provide opportunities for them to gain knowledge of the MELS, as well as teaching activities/methods that could be used to support children's language and literacy experiences.</p>	<p>a. Foster partnerships with community resources and higher education to provide guidance and support relative to pre-service teachers entering the early childhood field.</p> <p>c. Seek community partners to heighten awareness about reading or literacy topics in their places of business or service.</p> <p>d. Continue to seek ways to provide ongoing assistance for parents and caregivers to implement appropriate learning opportunities for children in need of additional support.</p> <p>e. Scale up efforts to help all families and caregivers gain knowledge of how to support children's language and literacy development.</p>

<p>suggestions of appropriate actions and activities that support children's literacy development, websites, book shares).</p> <p>f. Share program practices with parents to help them establish comparable environments and interactions at home.</p> <p>g. Explore developing a mentoring program to involve community and provide student support.</p> <p>h. Provide families with links to resources that inform them of appropriate reading practices for very young children.</p>	<p>f. Continue to pursue collaborative supports throughout the community.</p> <p>g. Implement mentoring program, and continue to promote and build a mentoring program.</p>	<p>f. Reassess program gaps, and continue to pursue collaborative supports throughout the community.</p> <p>g. Continue to promote and build mentoring programs by caring adults.</p>
<p align="center">SUBCOMPONENT 7: Families and community members are welcomed as volunteers to maximize student literacy learning.</p>		
Exploring	Implementing	Sustaining
ACTION 1		
<p>a. Involve parents and community members in literacy improvement efforts (e.g., provide flexible and regular opportunities for families to attend planning and feedback meetings).</p> <p>b. Designate a room within the school as a family resource center, and enlist parents to volunteer there, providing training as identified and as needed.</p>	<p>a. Create opportunities to include community members in activities that promote literacy (guest authors, dramatic readings, book fairs, creative productions (e.g., invite a variety of professionals to speak to students and families about their fields of work)).</p> <p>b. Provide parents with practical guidance and opportunities to regularly practice good reading habits at home.</p>	<p>a. Host family nights that engage parents in activities that demonstrate the importance of language and literacy development.</p> <p>b. Provide continuing opportunities and guidance for parents to regularly practice good reading habits at home.</p> <p>c. Encourage parents to share effective reading practices that have worked well at their homes.</p>

	<ul style="list-style-type: none"> c. Implement plans for ensuring that the school projects a “family-friendly” environment (e.g., regularly welcome family members into the school and classrooms, provide regular office hours so that families can have access to support, have a translator available at meetings and events if non-English speaking families are in the school system). d. Encourage involved community members and parents to persuade others to join them in literacy efforts. 	<ul style="list-style-type: none"> d. Continue to encourage community members and parents to join in literacy efforts.
<p style="text-align: center;">SUBCOMPONENT 8: Local resources that support literacy activities are recognized and encouraged.</p>		
Exploring	Implementing	Sustaining
ACTION 1		
<ul style="list-style-type: none"> a. Identify opportunities for collaborative partnerships throughout the community. b. Identify potential opportunities outside of the regular setting to develop children’s language and literacy skills. c. Utilize learning supports in the community to provide extended learning opportunities. 	<ul style="list-style-type: none"> a. Promote public support for collaborative partnerships through mixed delivery settings. b. Provide opportunities outside of the regular setting to develop children’s language and literacy skills (e.g., trip to store/restaurant/library, garden activities, nature walks). 	<ul style="list-style-type: none"> a. Provide opportunities for children to develop listening and speaking skills through activities outside of the regular program (e.g., while running errands, traveling, outdoors). b. Continue to upgrade tools and materials to keep pace with best practices, the changing economy, and needs of parents and families.

<p>d. Provide family-focused services and outreach that engage parents and family members in literacy programs and services.</p> <p>e. Sponsor activities that celebrate families and that support their efforts to promote children's language and literacy development.</p>	<p>c. Evaluate the effectiveness of extended learning opportunities and utilize results to repurpose/refine learning supports.</p> <p>d. Utilize parents and community members to promote diverse literacy experiences (e.g., guest authors, dramatic reading, book fairs, creative productions, etc.).</p> <p>e. Open school buildings for adult learners from the community in the evenings, encouraging a community of learners.</p> <p>f. Involve community and family members in childcare-setting activities that promote literacy development.</p> <p>g. Ask local businesses to help heighten awareness about reading and literacy topics (e.g., a supermarket chain may agree to print a literacy message on its shopping bags, utility suppliers might feature tips in their monthly statements).</p> <p>h. Develop and use communication tools on the Internet to connect with students and parents outside the classroom (e.g., email, Blackboard, instant messaging, class webpage, lectures, and videoconferencing).</p>	
ACTION 2		

a. Research available family and community engagement grants.	a. Write grant proposals to various companies (e.g., Microsoft, Apple, Texas Instruments, etc.) to increase technology capacity.	a. Seek funding sources (e.g., community action agencies) for provision and expansion of appropriate literacy material. b. Allocate funding for literacy experiences that extend beyond the regular setting. c. Ask local book stores to donate books to the school.
ACTION 3		
a. Build classroom or school lending libraries for families to borrow books and electronic media in languages that are spoken in students' homes, with suggestions that go along with the materials and incentives for returning them. b. Collaborate with community resources to provide a variety of books (large, picture, auditory books) for student exploration (e.g., partner with libraries, museums, and community-based learning programs to provide books and resources to schools). c. Celebrate and publish good student writing products in a variety of formats (e.g., local newspapers, literacy magazines, classroom, and school libraries, etc.).	a. Continue to build classroom or school lending libraries for families to borrow books and electronic media in languages that are spoken in students' homes, with suggestions that go along with the materials and incentives for returning them. b. Collaborate with community resources to augment book collections (e.g., library, nonprofit organizations, private business, etc.). c. Make efforts to communicate writing successes to the external community (e.g., publish in local newspapers, post in local library).	a. Create book bags with age- and culturally-appropriate books to leave with the child and family during visits. b. Update classroom or school lending libraries for families to borrow books and electronic media in languages that are spoken in students' homes, with suggestions that go along with the materials and incentives for returning them. c. Invite local community and business leaders to visit classrooms and describe the types of language and literacy skills necessary for their work.

